

Prior Knowledge: Description of self and family, likes and dislikes; times of day/telling time.

Language Level	French High School Novice Range		Grade	9	Date	Teacher's Discretion	Day in Unit	1	Minutes	90
Unit Theme, Topic and Question	Families and Communities: Mealtime. How does our culture influence what and how we eat?									
Daily topic:	Balanced Meals/School Cafeterias									
STANDARDS	LESSON OBJECTIVES									
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	Which modes of communication will be addressed?	Learners can: <ul style="list-style-type: none">• Categorize foods into food groups• Recognize components of a healthy meal• Compare a French cafeteria meal to their school cafeteria meals• Evaluate cafeteria meals from all over the world according to healthy meal guidelines• Propose a healthy cafeteria meal							
		<input checked="" type="checkbox"/> Interpersonal								
		<input checked="" type="checkbox"/> Interpretive								
		<input checked="" type="checkbox"/> Presentational								
If applicable, indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	Health: Making connections to healthy lifestyle choices learned about in their health course.								
	Comparisons	Culture: Comparing school meals from all over the world and learning about typical French meal components.								
	Communities	School: Share healthy cafeteria meal ideas with lunchroom staff and administration.								
	Common Core	Reading: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.								

Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time* How many minutes will this segment take?	Materials • Resources • Technology Be specific. What materials will you develop? What materials will you bring in from other sources?
Gain Attention / Activate Prior Knowledge	As learners enter classroom, they see images of different foods at their tables (fruits, vegetables, dairy products, grains, etc.) labeled in French (as an introduction to vocabulary). Teacher introduces the name of a category (i.e. les légumes, les produits laitiers, etc.) and invites learners to bring up images that fit into that category. As certain foods are brought up, teacher activates prior knowledge by asking questions such as <i>"Tu aimes les haricots verts?"</i> <i>"Tu préfères le poulet ou le poisson?"</i> Learners begin using the new vocabulary to create the categories.	10-15 min.	Full-page slides of labeled images of foods (in French) Can be printed as a handout for students to have as vocabulary resource for the unit.
Provide Input	Learners watch a video of a French school cafeteria and check off the foods they see on a handout, followed by a discussion of what they saw. <i>"Qu'est-ce que les enfants mangent?"</i>	15 min.	https://www.youtube.com/watch?v=ezeVFqoOcfg

Elicit Performance / Provide Feedback	Learners receive a handout with an image for a balanced meal from Quebec. In groups of 3 or 4, learners break down an image of a cafeteria tray (from countries around the world) according to the healthy plate image from Quebec and decide whether it contains a healthy balance of food groups. Each group presents their image and explanation to the rest of the class using the food group categories, using “Il y a... Il n'y a pas de... Il y a trop de... Il n'y a pas assez de...”	20 min.	Handout with Image: http://alexcuisine.com/blogue/preparer-un-repas-equilibre-en-4-etapes-faciles/ Cafeteria trays: https://www.visualnews.com/2015/02/21/school-cafeteria-lunches-around-world/
Provide Input	Learners read an article about French school cafeterias and the components of a French meal (i.e. <i>entrée</i> , <i>plat principal</i> , etc.) and respond to comprehension questions. Learners re-watch first video and break it down by components.	10-15 min.	Example: Mary Glasgow Magazine: Allons-y mars/avril 2013
Elicit Performance / Provide Feedback	Learners discuss what a typical school lunch is for them with new structures: i.e. <i>Je mange... Je bois... Je ne mange pas de... Je ne bois pas de...Je prends...</i> Then in groups of 3 or 4 learners, create a one-day cafeteria menu for our school using the French model, with 2 choices in each category.	20 min.	Handout with French sample menu: https://www.pinterest.com/pin/49117452158700874/
Closure	Learners fill out the template: <i>Notre cantine vous offre aujourd'hui, comme entrée _____, comme plat principal _____, etc, nous avons...</i>	5-10 min,	Group exit slip
Enhance Retention & Transfer	Learners begin to keep a daily journal of their meals and label them according to food categories.		

Reflection – Notes to Self

- What worked well?
Why?
- What didn't work? Why?
- What changes would
you make if you taught
this lesson again?
- ?????